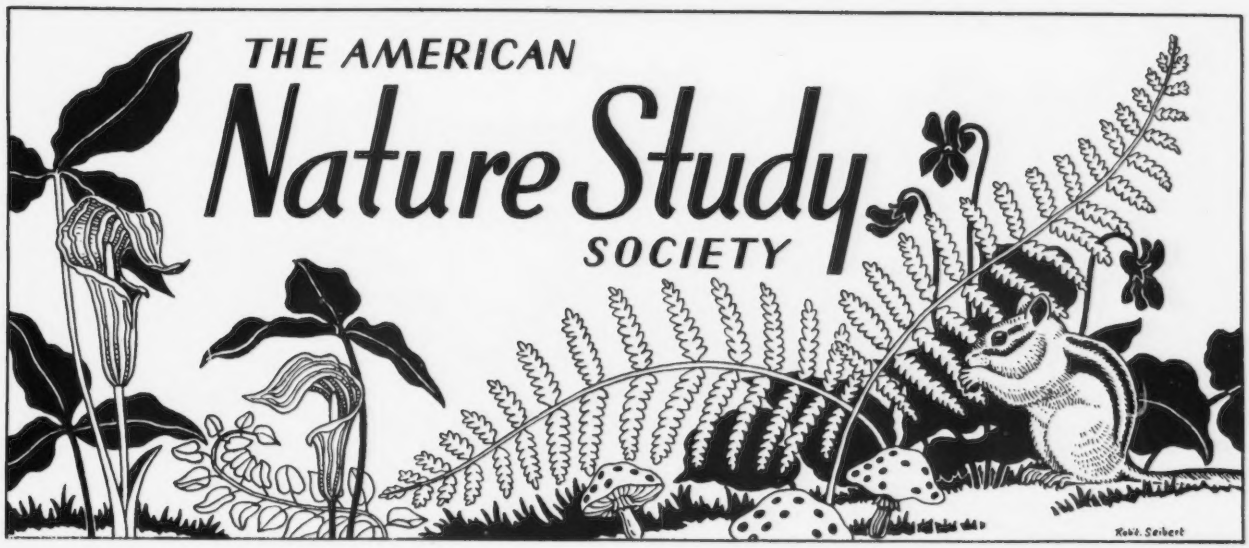

WINTER NEWS LETTER ★ FEBRUARY, 1948

REPORT OF THE SECRETARY

All the members and officers in attendance at the annual meeting in Chicago December 26-30 felt that it was our finest meeting yet, with excellent talks, unusually good pictures, a memorable field trip, a fine banquet, and lots of good fellowship.

Bob Mann and his local committee, Mrs. Theron Wasson, Mrs. Robert Work, Mrs. John Shawvan, Miss Hildegarde Piper, Mr. William O'Malley, and Dr. Verne Graham provided a delicious lunch on the field trip, prepared some excellent exhibits in the meeting room, and arranged the fine banquet decorations.

The attendance at our various activities was most gratifying, 100-125 at the talks, 72 at the banquet, and 80 on the field trip to the Indiana Dune State Park; members from 19 states were present on the field trip. Kodachrome pictures were shown informally after the field trip Sunday evening by Dr. Glidden Baldwin, of Illinois; Edna Banta, of Indiana; Mr. Swink, of Chicago; Ruth Hopson, of Oregon; Charles Mohr, of Connecticut; Richard Weaver, of North Carolina; and Ed. Teale, of New York.

Election Results

Dr. Eva Gordon and Florence Weaver served on the Ballot Committee. They reported the following results for 1948:

President: Edwin Way Teale

Vice President: Eva L. Gordon

Publication Committee: William G. Vinal

Directors: 1947-48 (one year) George J. Free (to complete the unexpired term of Otis W. Caldwell)

1948-49 (two years)

W. Hughes Barnes, Ruth Gilmore, George Hendrickson, Richard H. Pough, A. R. Whittenmore

Other officers to serve in 1948 elected previously are:

AAAS Representatives—E. L. Palmer

Secretary-Treasurer—R. L. Weaver

Directors: 1947-48

Eva Gordon, Charles Mohr, William G. Vinal, Farida Wiley

Publication Committee:

George J. Free, Charles E. Mohr.

Plans for 1948

Annual Meeting

The annual meeting in 1948 will probably be held in Washington, D. C., December 28, 29, and 30. The ANSS will meet with the National Association of Biology Teachers and the National Science Teachers Association. Cooperative sessions in the morning will be arranged around the three areas—curriculum, teacher training, and the pupil by the three organizations. Individual afternoon programs are planned.

In 1949 the AAAS will meet at the regular time, December 26- January 1, in New York City. Most of the affiliates will rejoin them at that time. This year the AAAS meets in Washington in September to celebrate its centenary.

Conservation Committee Being Organized

Richard Westwood, President of the American Nature Association, Washington, D. C., has been appointed conservation chairman for the A.N.S.S. The committee will consist of any members who want to serve and who will agree to write letters to congressmen and governmental agencies when supplied with facts concerning vital conservation issues needing our attention.

If you would like to serve, please inform the Secretary and you will be placed on the mailing list for current reports on conservation measures under consideration.

Cornell Leaflet Available to Members

A plan has been worked out whereby A.N.S.S. members may elect to receive either *Canadian Nature* or the Cornell Rural School Leaflet for the regular membership fee of $1.50, or receive both of these fine publications for a membership fee of $2.00.

If you have paid your dues for 1948 already, your order for *Canadian Nature* has been placed. If you want to add the Cornell Leaflet, send the Treasurer fifty cents more. However, if your 1948 dues are not paid yet, you can indicate whether you want the Leaflet or both magazines when you remit your dues. New members can choose which they prefer or order both upon application for membership.

Membership Committee

The following officers and members have served as a membership committee in 1947-48 and have accounted for the following members: F. Wiley, 35; G. Free, 29; H. Michaud, 27; R. H. Eckelberry, 20; E. L. Palmer and Eva Gordon, 16; C. Warner, 11; E. Teale, 12; C. Mohr, 12; Leo Hadsall, 14; M. Deusing and E. Vallincourt, 9; R. Westwood, 9; W. Elwood, 4; C. Mattison, 6; M. A. Dietrich, 6; A. Wingo, 4; C. Reed, 3; M. Vesell, 4; A. F. Satterthwait, 5; E. Jaeger, 3; W. G. Vinal, 4; E. Geisler, 5; R. Mason, 5; F. Stebbins, 3; D. Miller, 4; G. Baldwin, 2; and L. Argabright, 3. Fourteen others nominated one member each.

If you would like to help with this important work, please notify the Secre-

AMERICAN NATURE STUDY SOCIETY NEWS LETTER

Affiliated with The National Association of Biology Teachers
Affiliated with The National Science Teachers Association
Affiliated with The American Association for the Advancement of Science

Office of the Secy.-Treas., Richard L. Weaver, Chapel Hill, N. C., Box 1078 Editor of the News Letter, Dwight E. Sollberger, State Teachers College, Indiana, Pa.
Publication Dates: Winter, February; Spring, May; Summer, August; Fall, October

tary who will supply you with letters of invitation and application cards.

We now have 755 members and have 1000 as our goal in 1948.

Camping Employment Service

The A.N.S.S. has decided to help nature leaders looking for employment and camp directors and others in need of nature leaders to get together, by maintaining a current listing of people and positions available. If interested in employment or in employing nature leaders, indicate your qualifications to the Secretary.

The American Nature Study Society

Report of the Treasurer — 1947

Dec. 16, 1946 Bank Balance		$ 411.19
Total General Fund		281.09
Permanent fund and Scholarship fund		130.10
RECEIPTS		
Dues	$ 978.35	
1947 Renewals 131		
1947 New 302		
1948 Renewals 118		
1948 New 81		
1947 Clubs 3		
1947 Renewals 1		
Banquet		
1946	199.94	
1947	56.00	
Field Trip		
1947	44.40	
Sale of Walden	48.00	
		1326.69
Total Receipts		1607.78
EXPENSES		
Banquet 1946	198.55	
Guest Tickets	9.45	
Walden	30.49	
Hotel Service	.90	
Convention Expense of Secretary	22.20	
Typing	18.05	
Art Work and Cut	7.50	
Convention program rerun	6.00	
Canadian Nature	328.75	
A.A.A.S. Registration	3.00	
Postage	86.23	
Office Supplies	6.66	
Telegram	2.15	
News Letter and Postage		
Winter	44.82	
Spring	46.00	
Summer	58.48	
Printing and Duplicating	155.45	
Bank Service Charge	.40	
Returned Checks and Refunds	6.90	
Reprints	81.34	
		1,145.96

PAPERS GIVEN AT THE CHICAGO MEETING

What Makes a Good Nature Story

Richard Westwood,
Editor, Nature Magazine.

It is the duty of an editor to sift out the pulp of a story and present the extract in such a manner as to inform. The term "nature story" does not mean fiction with a background of natural history. Such "nature stories" are prone to become anthropomorphic or downright inaccurate when writers make fictional excursions into the literary wildlife field.

A good nature story should be a story worth telling, cementing at least one good brick in the wall of nature knowledge. The story should be well written with at least casual attention to sentence structure, spelling and punctuation. The introduction to a good nature story should invite the reader to taste a larger sample. The style should be straightforward, not fancy. Stories submitted should be typed, doublespaced with title and name at the top of each page. Pictures should be captioned at the bottom in such a way as not to mar the picture in any way. Pictures should be mailed with a backing to insure their arrival in good condition. A self-addressed envelope and letter of transmittal are desirable adjuncts.

Correspondence with the editor in advance as to the nature of the contribution will often make a better story. Editors are anxious to help writers who have a story to tell.

Michigan's Program for Camping, Conservation, Outdoor Education

Julian W. Smith, Department of Public Instruction, Lansing, Michigan

The wise use of natural resources for the health, happiness, and well-being of our people is an objective of paramount importance in local, state and national programs, the implementation of which is a process which engages the best efforts of public education. The state departments of education are legally responsible for the education of children, and in Michigan, like many other states, the Department of Conservation is charged with the stewardship of lands and other natural resources. It seems only natural, then, that these two state departments should, with the cooperation of other branches of government and public agencies, join together in an all-out program to find the best ways of using natural resources in terms of enriching the lives of human beings. In 1946, the two departments joined their efforts in a large scale enterprise to find more effective ways of using natural resources which include recreation areas, forests, state parks, and group camps in the education and recreation of youth and adults. A grant of funds from the W. K. Kellog Foundation assisted in their cooperative enterprise.

December 16, 1947		
Total General Fund		461.82
Permanent Fund and Scholarship Fund		130.10
Bank Balance		591.92
Summer Camp		
Summer Camp Fund for Scholarships		137.50
Anna Botsford Comstock Scholarship Fund		132.36

The program is guided by a state advisory committee made up of school administrators, college representatives, and a number of organizations representing a variety of interests in the out-of-doors. Consultant service to schools and communities has been made very effective through the coordination of effort and extended use of resources available from the two departments, along with the following agencies which have been enlisted:

Health, Highway, Social Welfare, Labor and Industry, County Health Departments, The Farm Forester, County Agent, Home Demonstration Agent, Soil Conservation District, County Superintendents of Schools, Michigan Secondary School Association, City Superintendents' Association, Michigan Association for Health, Physical Education, and Recreation, and the Michigan Recreation Association.

It is now known for certain that the public is ready for more education in the outdoors and that the educational profession, having been given a glimpse of curriculum resources, have shown a heartening eagerness to bring them into the sphere of school operations. In 1945, the Michigan Legislature passed a law enabling school districts to purchase, maintain, and equip school campus and operate them as a part of the regular education program of the school. In the same session the Legislature also provided three million dollars toward the purchase of 100,000 acres of land in a part of the state where 3-5 of the population are found. Forty thousand acres

have been purchased.

Three approaches to the problem were used. These were: (1) The extension of camping and outdoor education in the schools and colleges. (2) An emphasis on outdoor activities in public recreation programs. (3) Providing of opportunities for public expression and participation in finding ways to use our land resources.

A variety of patterns in the school program developed. Camps were operated in which the camp property was owned and operated by the school district; where the camp property was owned or under the control of a governmental unit and made available for school camping; where camp property was owned by private or community agencies; where state lands were used for camping. A summer workshop in outdoor education was conducted by State Teachers Colleges.

Public recreation programs have been developed, but too often the programs have been largely sports and games designed for groups that need it least. Some of the activities include day camping, excursions, nature trails, caravans and group camping.

An educational program for the general public consisting of conferences, workshops and hearings throughout the state has been developed.

The activities under way and the interest generated in these new and frontier fields have far exceeded the greatest expectations of those involved in the planning. The program is just nicely begun in Michigan and the cooperation of help and advice from other states is needed.

The Ohio Conservation Education Program

R. H. Eckelberry, Ohio State University.

The Ohio program of conservation on a state-wide level originated in 1939, when the importance of conservation education in the elementary and secondary school was recognized. Mr. Don Waters had the vision to see that a permanent program of conservation depended on the education of citizenry, and that in this education the elementary and secondary schools must play a leading part.

Two positions were created in the State Department of Education. One was a Curriculum Supervisor of Conservation Education, and the other was a Field Supervisor of Conservation Education. Money for salaries was provided by the Department of Conservation and Natural Resources. This money was derived originally from the sale of hunting and fishing licenses. It was recognized early that the chief bottleneck of effective teaching of conservation was the lack of properly trained teachers.

A conference of representative interests developed the basic principles of a Conservation-Education Laboratory. The laboratory was set up as a cooperative enterprise of the State Department of Education, the Ohio Division of Conservation and Natural Resources, and Ohio State University. Eight quarter-hours of college credit was to be given to those attending. The first session was held during the summer of 1940. From that time to the present the laboratory has been conducted along the same lines, although there have been many changes in detail.

The emphasis in the laboratory is Plant and Animal Ecology, Geology and Soils, Natural History, and the Economics and Sociology of Conservation. Students have actual experiences outdoors. Pairs of students are assigned plots of ground to study. Specialists in subject matter areas and in curriculum contribute to the course. Areas of special interest are visited.

Another phase of the Ohio program is the Field Supervisory program. Schools are visited throughout the year, and teachers may secure help. This work is closely related to the summer laboratory.

The Use of Textbooks in an Elementary and Junior High School Program

Bertha M. Parker, University of Chicago.

In the Laboratory School of the University of Chicago, the Basic Science Education Series are used as basic texts. Such a series of unit texts makes possible a flexible program in contrast to the more rigid program produced by a series of large texts. A rigid science program cannot be made to fit into schools located in widely different areas with the usual differences in children, in time allotments, in philosophies, surroundings, size of classes, materials available, etc.

Unit texts are not intended to replace actual experiences with objects, but to enhance and encourage such studies through suggested activities. Other purposes of the unit texts are as follows:

1. To furnish answers to questions which have been raised by students and which cannot be answered by observation and experimentation.
2. To broaden the experiences within the areas of science with which classwork is concerned.
3. To develop the ability of children to generalize by providing more information than can be gained by first hand experience.
4. To suggest problems and furnish data in addition to that provided by first hand experiences.
5. To check and compare conclusions reached by first hand experiences with experiences of others.
6. To furnish information about how famous scientists have solved problems—thus leading to a better understanding of the scientific method.
7. To develop an appreciation of the part science plays in the world today.
8. To assist in the identification of objects such as plants, animals, rocks, minerals and stars.
9. To re-present subject-matter that has been presented orally.
10. To broaden children's interests.

Trailside Museum

The Trailside Museum of the Union County Park Commission is located in the Nursery Area of the Watchung Reservation. The Museum was officially opened to the public in May, 1941. At first it occupied one small room in a nursery service building constructed by the C.C.C. to National Park specifications. The Museum later expanded to three rooms, one of which serves as an auditorium seating about 150 persons. The entire building will be used for museum purposes during 1948.

At the outset the Park Commission formed the Trailside Museum Committee by inviting to its membership representatives from the following organizations: The Westfield Bird Club, Watchung Nature Club, Summit Nature Club, Elizabeth Nature League, Roselle Park Nature Club, and the New Jersey Mineralogical Society. At first the work was on a volunteer basis, but soon a full time supervisor of nature activities was employed and later on an assistant was engaged for the summer months.

A labeled nature trail about a quarter of a mile in length leads out from the Museum. There are also several teaching trails used by class groups which are not labeled. These trails lead past a lake, several brooks, farm land, gorge, old copper mine, basalt cliffs, red shale ledges, a 250 year old stand of hemlocks and a new forest of cedars which is being crowded out by dogwood. All of these features are a part of the two thousand acre tract set aside as a wildlife preserve, known as the Watchung Reservation in the Union County Park System.

The Trailside Museum located in an area usually referred to as densely populated has as its aim to teach the plants

and animals indigenous to this section.

In developing Trailside, we find that three main methods of approach have been successfully used:

1. As a recreational museum—We find that families like to see the animals, attend our talks, walks, and other scheduled activities, such as Star Lore every Friday night during May and September.

2. As a technical museum—A course in Natural History of this Area is given in conjunction with the New Jersey State Teachers' College at Newark and in-service teachers are given two points of college credit for this work. There are also courses for Girl Scout and Boy Scout Leaders. Adult Nature Clubs, Garden Departments of Women's Clubs, Garden Clubs, church, civic and historic organizations interested in natural history find Trailside of assistance.

3. As a children's museum—There are ninety-six public elementary schools, several private schools, colleges, children's homes, day camps and fifteen county playground groups given scheduled nature programs. During the winter moving pictures, kodachrome slides and living animals are taken to the school children for their special sessions or assembly periods. In the spring and fall the school children are brought by bus to the Museum for nature days and conducted field trips.

This activity has grown from 3,416 contacts in 1941 to 71,030. This recreational, technical and children's project known as Trailside Museum can carry on its work so long as civic-minded, altruistic men and women are willing to share their knowledge and skill with others.

It is felt that the aims and ideals of this program are expressed in Hubbard's "Message of the Trail".

Seek you adventure?
Travel then with me.
Not on a desert vast or stormy sea,
But in the woods,
With flowers and moss and fern,
Learning that hidden in the smallest space
Seeing God's wonders every way you turn.
Unnumbered nature miracles He does place.
Go slowly, we have hurried for so long
That we have missed the flowing water's song.
Have passed by all these treasures that are free—
The tinted flower, the singing bird, the skillful bee.
Here, close to nature's wonders much we ask,
Here much is given,
Study is no task;
Here learn, small things are great.
Here we are blest with reverence,
Knowledge, peace of mind and rest.

Teale Edition of Walden

Only a modest man, one with the greatest reverence for truth, plainness, and the higher attributes of the common man, would try to introduce you to Henry David Thoreau by attempting an interpretation, and by means of a pictorial story of the simple observations contained in *Walden*.

Edwin Way Teale realized the difficult task before him when he undertook to unravel the changes in Walden since Thoreau made his observations from his hut on the Deep Cove. He knew that when he tried to film for you a misty morning at Walden, the melting of ice of Spring, the pathway to Deep Cove, he was pitting a static photograph against one of the most pungent, illuminating, and descriptive pieces of nature writing in America.

And yet Ed Teale, in the manner of the true scientist, roamed the woodland paths of Walden, paged through the musty diaries of Thoreau, canoed the Concord, talked with the numerous authorities of Thoreau before him, and read their accounts. He compared the plants and animals of today with those of Thoreau in 1845 and 1846, and gave to us one hundred years after the original observations, the first complete edition of *Walden*, fully illustrated with 142 original photographs and an up-to-date account of the changes a hundred years have wrought.

Even if you have read *Walden* in other editions, you will want to have this new, illustrated *Walden*, interpreted and illustrated by Teale as a part of your nature library. You can feel the reverence which Ed Teale felt when he called it "the greatest book ever written by an American"; and you'll understand the painstaking loving thoroughness that accompanied him as he endeavored to make this *Walden* an anniversary masterpiece. You will also get a glimpse of a great and humble present-day American author-naturalist, feeling very much at home writing and photographing at Walden in the haunts of an earlier great naturalist and writer. RICHARD L. WEAVER

News of Members

Mrs. Hilton E. Alexander, B. S. Education, Teachers College, is a fourth-grade teacher, Putnam Valley Central School, Peekskill.

Mildred C. Amy has attended West Chester S.T.C., University of Pennsylvania and Pennsylvania State College, and is a Principal of Elementary School, Pen Argyl, Pa.

Robert Amy, B.S. Thiel College, is a science teacher, Austinburg, (Ohio) High School.

Robert M. Armagast, Ph.D. candidate in Education, University of Illinois, has an interest in birds and in the preservation of primitive areas.

Guy Atherton, a member of the St. Paul Bird Club, is primarily interested in protection of wildlife.

Ruth Atkins, B.S., New Britain, Conn. Teachers College, is a teacher of General Science at Jefferson Jr. High, Meriden, Conn.

Abraham Axlerod, M.A. Columbia, is Director of Camp Lakeland near Buffalo.

Mrs. Harold Bailey, Newark, O., formerly a teacher, is now a homemaker.

Mrs. Charles A. Baker of Arcanum, Ohio, has written "Willow Brook Farm" and over 150 poems published in various magazines.

Ernestine Ball, M.A., Ohio State, is a teacher of Botany, South High School, Columbus, Ohio.

W. Hughes Barnes, Director of Nature Education, Oglebay Institute, M.A., Indiana University, was formerly a high school teacher at Ulrichsville, O., and assisted with the Ohio Conservation Laboratory.

Richard Bateman, B.S., Syracuse College of Forestry, is a science teacher, Davies Co. High School, Owensboro, Ky.

Hortense Beardsley, B.S., Kent State University, is a teacher at Ravenna, Ohio.

Wilbur L. Beauchamp, PhD., University of Chicago and Associate Professor, Teaching science at that institution, has written numerous books on sicence teaching.

Essie Bell, B.S., Penn State, is an elementary teacher, Pittsburgh, Pa.

Florence Branum, B.S. Education, Ohio University, teaches in the elementary schools, Lancaster, Ohio.

D. Lucille Brown has an A.B. from Cornell University, and is now at Ithaca, New York.

Three More Boston Papers Issued

Phillip Johnson—The Science Teacher
How to Teach Resource-Use Education Through Physical Sciences
Fun with Fossils

E. L. Palmer—School Science and Mathematics
How To Increase Natural Resource Planning and Conservation Education In Our School Program Through Biological Sciences

W. W. Reitz—Journal of Geography
Teaching Resource Conservation Through Geography.